

Programme† 120.

L₂

(April to July, 1931.
(September to December, 1931, overseas.)

Parents' National Educational Union. The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM II (A and B).

PUPILS' NAMES.....
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Bible Lessons.

The Bible text must be read and narrated without interruption.

- A & B I. Suitable parts from *I. Samuel*, chapters 9-15, 27, 31, and 16-23, inclusive (see Paterson Smyth).
II. *St. Matthew's Gospel*, chapters 21 (verse 18) to 28, inclusive.

Teacher study Dr. Paterson Smyth's *Prophets and Kings* (Sampson Low, 2/6), lessons 1-4, inclusive (omitting questions), and *St. Matthew*† (Sampson Low, 2/-), lessons 16-24, in order to bring the passages home to the children, adding comments if necessary.

Optional: *The Children's Year* (Church Seasons), by the Rev. G. A. Oakley (S.P.C.K., 2/6). S.P.C.K. Bible Atlas (1/-).

The following books will be found useful for teacher's own study: (a) *Fact and Faith in the Bible*, by Rev. W. R. Williams, M.A. (S.P.C.K., 3/6). (b) *The Accuracy of the Old Testament*, by J. G. Garrow Duncan, B.D. (S.P.C.K., 6/-). (c) *Palestine in Picture*, by Canon Raven (Heffer, 10/6). (d) *Peloubet's Bible Dictionary* (R.T.S., 10/6). (e) *Helps to the Study of the Bible* (Oxford Press, 3/6).

For private daily Bible reading children may use: *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (P.N.E.U. Office, 1/6), or, *Lectiones* (Spottiswoode, 1d., 1931). For hymns: *The Church and School Hymnal* (S.P.C.K., 1/6: or with music, 3/6). *Daily Prayers for Schools*; *Jubilate Deo*, by L. James (Oxford Press, 1/-). *Two Minute Bible Readings*; for use in Opening School (S.C.M., 3/-).

† The 120th term of work set since the Parents' Union School began.

‡ Comes to an end this term.

The programmes must be used in conjunction with
Home Education and School Education (see N.B. 3).

Sunday Reading (optional) :

- A & B The Book of Saints and Heroes, by Mrs. Lang (Longmans, 5/-), pp. 166-351. Khama, the Great African Chief, by J. C. Harris (Livingstone Press, 1/-). The Romance of the Bible, by Gertrude Hollis (Wells Gardner, 5/-), pp. 75-146.

Sunday Occupations :

- A The Book of Centuries, see under General History.
Choose and inscribe mottoes and texts, using Bridges, cards 1, 2, 3.

Writing.

- A & B *A New Handwriting** (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): choose letters from cards 3 (small letters) and 1 and 2 (capitals). Transcribe, with cards 7, 8 or 9 as models, some of your favourite passages from Shakespeare's *Henry VIII.* or from the poetry books set. Two perfectly written lines every day.

Dictation.

- A & B Two pages at a time to be prepared carefully; words not known to be visualised (see *Home Education*, pp. 240-243); then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (also written or oral narration daily after each lesson).

- A (a) Stories, (b) verses, in the metres of poems read, from work set in History and Reading. Letters to friends abroad.
B Stories from the term's reading. Children in B who cannot write easily may narrate part.
Children are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, c/o P.N.E.U. Office).

English Grammar (see N.B. 4.)

Point out Subjects, Verbs, Objects, and do simple parsing every week; make progress each term.

- A *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 44-57, with *Exercises in English Grammar*,* by R. B. Morgan (Murray, 1/9), pp. 33-43, or continue.

IMPORTANT — Beginners use II. B book.

- E *First Grammar Lessons*,* by C. M. Mason (Dent, 1/6), pp. 47-67, inclusive, or continue.

English History.

- A *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), pp. 266-325 (1485-1547).
B Marten and Carter's *Elementary Histories*, Vol. I.: *Our Heritage** (Blackwell, 2/-), pp. 69-156 (55 B.C.-1066 A.D.), or, use Arnold Forster with II.A.
A Make summaries of events and dates, and begin a History chart of the 16th Century.
A & B Take the Home and Classroom section of *The Times*; order direct from *The Times Office* (6/- a year).
A Teacher will find useful Quennell's *History of Every-day Things*, Part IV. (16th Century), (Batsford, 3/-).

General History.

- A *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 134-157 (1483-1547).
Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or, better, 2/6: see illustrated leaflet, by Miss Bernau, 6d.).
Put in illustrations from all the history studied during the term (Bible, English, French, General). Visit museums: for reference, Ancient Crete,* by D. A. Mackenzie (Blackie, 1/3), pp. 49-80.
B Marten & Carter's *Elementary Histories*, Vol. I., *Our Heritage*,* pp. 1-68.

Citizenship.

- A Suitable stories from North's *Plutarch's Lives: Solon** (Blackie, 1/-). *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), pp. 194-226, inclusive.
B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 130-189. [See also books under Reading for 9-50 — 10-20 on Friday.]

Geography.

Local geography out-of-doors; see *Home Education*, Parts II. and V.

Map questions (as in the Ambleside geography books; to be answered from map *before each lesson*; then reading and narration; memory sketch maps. Ten minutes' exercise on map of the world every week; know something about foreign places noticed in the current newspapers (see under History). All Geography to be studied with atlas. Philip's *Modern School Atlas of Physical, Political and Commercial Geography*,* 1929 edition (7/6).

- A & B *The Counties of England, Ambleside Geography Book III*,* (Kegan Paul, 4/-), pp. 224-253, with Philip's supplementary maps for Essex* and Devonshire* (4d. each);
Or, alternative work for one year, *The British Isles** (Cambridge Press, 3/6), pp. 1-11, and 34-81, with "Ambleside" map questions and careful map study.
Or, overseas, *The Book of Other Lands*, by D. M. Stuart (Harrap, 7/6), pp. 159-217, with "Ambleside" map questions and careful map study.
Round the Empire,* by Sir George Parkin (Cassell, 2/6), pp. 179-214, for careful map study.
A Hakluyt's *English Voyages** (Horace Marshall, 3/-), pp. 96-114, or, *Our Sea Power*,* by H. W. Household (Macmillan, 2/-), pp. 149-179.

Natural History,¹ etc.

A & B *Life and Her Children** (last edition), by Arabella Buckley (Macmillan, 6/-), pp. 33-66.

*The Sciences**, by E. S. Holden (Ginn & Co., 3/9, revised edition), pp. 110-147.

Or, (2nd year in II.A only), *The Mysterious Ocean of Æther**, by C. R. Gibson (Blackie, 1/3), pp. 5-39.

Children should make experiments where possible. Easy Experiments in Science, by H. McKay (Oxford Press, 1/6), may also be used.

Keep a Nature Note Book* (P.N.E.U. Office, 5d.; see *Home Education*, Parts II. and V.). Make special outdoor studies according to the season and climate, with drawings and notes, e.g., water plants; keep an aquarium.

See Nature Rambles, Vol. II.: Spring to Summer, by E. Step, F.L.S. (Warne, 2/6); S.N.S.U. Leaflets, Nos. 11 and 40 (2½d. each).

Picture Study.

A & B Reproductions* of six pictures by Memline (P.N.E.U. Office, 2/-).

See notes for teachers' use only in the April Parents' Review, also *Home Education*, pp. 307-311.

French² (see N.B. 4).

A *French for Young Beginners**, by Marc Ceppi (Bell, 2/-), lessons 1-6, with pp. 113-115 (see also pp. 122-136 for verbs and pronunciation; omit phonetic script). *Sur la Montagne** (Blackie, 6d.), for narration. (Beginners do II.B work).

B *Le Français par les Images** (Dent, 1/4), Lessons 1-7, with corresponding exercises and vocabularies.

A & B Learn a poem from *Recueil de Poèmes**, Vol. I., by J. Molmy (Blackie, 6d.).

New French Picture Cards, Series I., by Marc Ceppi and H. M. Brock (Bell, 2/-), for extra practice.

Teacher will find the following series useful for accent and rhythm: Nos Amis Français (Gregg Publishing Co., 2/6 or 3/-) with six Columbia records (6/6 each, not stocked at the P.N.E.U. Office).

Latin (see N.B. 4).

A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature**, by M. C. Gardner, M.A. (Oxford Press, 3/-), Part I., §§ 1-21.

2nd year, *Gradatim**, by H. R. Heatley and H. N. Kingdon (Longmans, 2/-), pp. 1-16.

¹ Overseas members see special leaflet.

² Schools may substitute the national language.

Arithmetic (see N.B. 4).

Much care with tables and rapid oral work.

Dr. Ballard's *Fundamental Arithmetic* Books II. and III.

It is essential to use also *Teacher's Books* for directions and method. For rapid mental work use also Alfred Wisdom's *Arithmetical Dictation*.

A [1st Year] *Fundamental Arithmetic*, Pupils' Book III.* (U.L.P., 1/-), pp. 1-21, with *Teacher's Book III.* (2/3); *Arithmetical Dictation*, Book III. (U.L.P., 1/-), Exs. 121-134, or, continue.

B *Fundamental Arithmetic*, Book II.* (U.L.P., 10d.), pp. 17-32; *Arithmetical Dictation*, Book II. (U.L.P., 1/-), Exs. 76-91, or continue.

Important: to be read in leisure time: Number Stories of Long Ago by D. E. Smith (Ginn, 2/9).

Teacher will find useful Teaching the Essentials of Arithmetic, by P. B. Ballard, M.A., D.Litt. (University of London Press, 6/-).

Geometry (2nd year in II.A). (See N.B. 4.)

A *A Shorter School Geometry**, by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 14-29, or continue.

The School Set of Mathematical Instruments (P.N.E.U. Office, 1/- or 2/-).

or Algebra (2nd year in II.A). (See N.B. 4).

A *Exercises in Algebra for Beginners**, by W. S. Beard (Bell, 10d.), pp. 7-14 (Ex. 24), or continue.

Drawing.

Wild flowers in brushdrawing. Studies of animals and pets out-of-doors. Original brushdrawings from scenes in books set for reading. Memory drawings.

Paint-box* with specially chosen brushes, palette and colours (P.N.E.U. Office, 2/6): work should be done with brush and in colour; pencil should not be much used.

Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Teacher should consult: Drawing, Design and Craftwork, by F. J. Glass (Batsford, 12/-).

Recitations.

A & B (a) Two suitable passages of about twelve verses each from work set in *I. Samuel*, and *St. Matthew*, (b) Psalm 105, (c) a hymn, and (d) a scene from Shakespeare, or a poem.

Historical Lyrics and Ballads, Book II* (Blackie, 1/-); *Lyra Heroica** (Macmillan, 3/6).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualised every day.

Shakespeare's *Henry VIII** (Blackie: Plaintext Edition, 6d.). Scott's *Marmion** (Oxford Press: 1/-), Canto VI. H.B. may read instead Aytoun's *Edinburgh After Flodden** (Blackie, 3d.).

Stories from Virgil's *Aeneid*, by Rev. E. A. Church (Seeley Service, 10d. or 5/-), chapter 19 to the end. (Alternative to Age of Fable and Heroes of Asgard for one more term.)

A Bulfinch's *Age of Fable* (Dent, 2/-), pp. 39-68. Scott's *The Monastery** (Nelson, 1/3).

B *The Heroes of Asgard*,* by A. & E. Keary (Macmillan, 3/6), pp. 247-313. *The Prince and the Pauper*,* by Mark Twain (Chatto & Windus, 3/6), or, *Without Fear and Without Reproach*,* (Bayard) by F. J. Harvey Darton (Wells Gardner, 1/6).

Music Appreciation.

The work of Chopin: see article in April *Parents Review*.

Ear Training, Piano, etc.

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

(a) Ear Training, by M. Chamberlain (Novello, 6/-); see Introduction for amount of work each term.

(b) Continue Child Pianist (Curwen & Son); teacher using the Teacher's Guide (revised edition, 7/6).

An Introduction to Music, by H. E. Piggott (Dent, 3/6), will be found useful for theory.

Singing.

(a) Three English, and three French, songs.

The Clarendon Song Books; Book II. (Oxford Press, 2/6 or 3/-; words and voice part only 6d. or 8d.). Folk-Songs of France, Book I. (Novello, 2/-).

(b) Sight-singing and Ear-training.

A Ten Minutes' Lessons in Sight-Singing, lessons 41 and 45 (Curwen, 3/-). Teacher use also Fifty Steps in Sight-Singing, by Arthur Somervell, steps 19 to 21 (Curwen & Son, 2/6). Exercises for Pupils (9d. a set).

B Ear Training, by M. Chamberlain (Novello, 6/-).

Drill, etc.

Daily drill, dancing, games.

(a) Drill: Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. Music for use in Mrs. Wordsworth's Classes (P.N.E.U. Office, 3/6), may be used. A Hundred Singing Games, edited by Frank Kidson (Bayley & Ferguson, 2/-).

(b) Dancing: Scandinavian Dances, Series II. (Ling Association, 11d.). The English Country Dance, Graded Series, by Cecil Sharp, Vols. I-III. (Novello, 3/6 each): description and tunes of 6 dances in each volume.

(c) Games: Recreational Games, by E. N. Herbert (Philip, 3/-). Cricket; Tennis.

Work: Crafts, etc.

(a) Help in house or garden.

Gardening for Children, by J. Gwynn (Harrap, 2/6).

(b) Cardboard modelling: make four models.

Simple Crafts for Girls, by N. A. Poole (U.L.P., 2/6), for suggestions, and make other models. Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6.

(c) Claymodelling: make six models.

A Manual of Claymodelling, by H. Unwin (Longmans, 4/6).

(d) Sewing: make a child's garment.

Manual of Plain Needlework, by Mrs. E. Griffith (Oxford Press, 3/6): and simple patterns (3d. each, or 1/6 set of eight), together with instructions in Practical Needlework for Schoolgirls (Singer Sewing Machine Co.). Boys: 101 Things for a Boy to Make (Batsford, 5/-).

Boys and girls mend clothes from the wash each week: First Lessons in Darning and Mending (P.N.E.U. Office, 2d.), may be used.

Help the "Save the Children Fund," address: 26 Gordon Street, London, W.C.1.

Teacher will find valuable suggestions for the teaching of Drawing and all Handicrafts in the following:—Applied Art, by Pedro Lemos (Batsford, 18/-). It is not advisable that stereotyped courses should be followed.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, except in Citizenship, but more work must be expected from A. In II.A the work lasts two years (average ages, 10 and 11).

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached: but they will be handicapped in the future if they have not covered the work of the Form.

N.B. 5.—Each pupil should have a copy of the books, etc., marked *, and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and (in II.A) a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 9 a.m. to 1 p.m., and 2 p.m. to 4 p.m. except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

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Motto: "I am, I can, I ought, I will."

FORM II. (A and B)

PUPILS' NAMES.....

Bible Lessons.

- I. A & B 1. "And all the people shouted 'God save the King.'"
Give an account of King Saul's coronation.
or, 1. For what disobedience was Saul rejected? Give the whole story.
2. Give one story that shows how Jonathan and David loved each other.
A 3. Write an account of one of the meetings between Saul and David.
- II. A & B 1. Describe **one** of the following, (a), the entry of Jesus into Jerusalem, (b), the meeting of Jesus with the Eleven after His resurrection.
2. Describe our Lord's last supper with His disciples.
A 3. Give the parable of (a), the wedding feast, or, (b), the talents, and say what lessons we may learn from it.
- (N.B.—Passages learned under Recitation² should not be given.)

Writing. (Writing is also considered in each answer)

- A Write (A), four, (B), two, lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

- A *The Monastery*, chapter v., "Merrily swim we . . . toll the bell." (Verse 2.)
- B *Edinburgh after Flodden*, l., "All last night . . . heroes die."

Composition.

1. Write, in prose or verse, about **one** of the following,—
(a), Captain Courtauld, (b), the binding of Fenrir, (c), Midas, (d), Bayard, (e), "The White Lady of Avenel," (f), An earthquake shock.
2. Give, as for acting, your favourite scene from one of the following, — Shakespeare's *Henry VIII.*, *The Monastery*, *Marmion*.

English Grammar.

- A 1. Analyse (simply) the following, and parse the words in italics,—
"At last *Tom* saw the light, and clear, clear *water* overhead; and *up* he came a thousand fathoms, among *clouds* of sea-moths, which fluttered round his head."
2. Make four sentences containing adjective phrases; underline the phrases and quote the noun or pronoun that each phrase qualifies.
3. Make sentences, using each of the following words (a), as a conjunction, (b), as another part of speech, naming it: *after*, *before*, *either*, *that*.
- B 1. Pick out subjects, predicates and objects in A 1, above, and say what you can about the first four words in italics.
2. Make up sentences containing the following prepositions, and say to which part of the sentence each belongs,—*into*, *behind*, *through*, *with*, *near*.

English History.

- A 1. By what means did Henry VII. become rich, and what did he do with his money?
2. Write a short account of Henry VIII., and mention, with dates, four of the chief events in his reign.
3. What do you know of **two** of the following,—(a), Lambert Simnel, (b), Luther, (c), "The Hammer of the Monks"?
- B 1. Mention some of the things that the world to-day owes to the Roman Empire. Where could you go in England to see some work of the Romans?
2. Give a short account of Alfred the Great.
3. What do you know of two of the following,—(a), Alaric the Goth, (b), Bede, (c), Mohammed, (d), Haroun-al-Raschid?

General History.

- A 1. Write a short account of **two** of the following,—(a), The expedition of Charles VIII. into Italy; (b), The League of Cambrai; (c), The battle of Marignano; (d), The meeting at the Field of the Cloth of Gold.
2. Mention six dates you have put into your century book this term and the events connected with them. Sketch two of your drawings from memory.
- B 1. What do you know about **two** of the following,—(a), Hammurabi, (b), Thales, (c), Xerxes, (d), Archimedes?

Citizenship.

- A 1. Give a conversation between Solon and one of the following,—Anacharsis, Thales, King Croesus.
2. Explain what is meant when we say "England is a Free Country." Mention some ways in which freedom may be wrongly used.
- B 1. Tell a story (a), to show how Decius loved his country better than himself, *or*, (b), about the two Fabii.

Geography.

- A 1. Give a sketch map of (a), Cornwall, *or*, (b), Wales. Put in the chief towns, rivers, bays and headlands. Describe one of the industries of (a) *or* (b).
- or*, 1. (Overseas.) Give a sketch map of Italy, putting in the boundaries and the places you have read about. Describe a visit to (a), Pompeii, *or*, (b), Venice.
2. What "sentinels of the Empire" would you pass on a voyage from London to India? Give an account of one of them.
3. Give an account of (a), the escape of John Fox from Alexandria, *or*, (b), the movements of Napoleon and the French fleet before the Battle of Trafalgar.
- B 1. (See A 1 above).
2. What do you know about the Suez Canal? Describe a journey through it.

Natural History.

- A 1. How does a fresh-water hydra get its food? Give diagrams, and mention three other lasso-throwers that may be found in the sea.
2. (a), How does an electric bell work? *or*, (b), Describe a simple experiment by which you have made electricity.
- or*, (2nd year.) 2. How does light travel? Describe an experiment to show that rays of light can be bent.
3. (a), What have you watched in your aquarium this term? *or*, (b), make notes on a special study made this term out-of-doors.
- B 1. Tell the life story of a sponge. Give diagrams.
2. (a) What is an echo? Explain how it happens; *or*, (b), Describe how a telegram message is sent.
3. See A 3 above.

Picture Study.

A & B Describe "The Marriage of St. Catherine" (centre panel), by Memline.

French.

- A 1. (a), Tell a story in French about the picture on page 12, or, (b), describe your own bedroom.
2. Write down six feminine and six masculine nouns with their definite articles. Make sentences using two of each in the plural.
- B 1. Make six sentences about the picture on pp. 16 and 17.
2. Make sentences by adding nouns to the following verbs: *regarde, marche, frappe, se fâche, nagent.*

Latin.

- (1st year). 1. (a), Decline "ager," singular and plural.
(b), Write the Present Indicative of "moneo."
2. Translate; (1) He sees a monkey in the cottage. (2) Parrots have bright wings. (3) The fingers of the sailors are strong.
3. (i.), From *A Latin Book for Beginners*, Part I., § 15 (b), translate the first four sentences. (ii.), Read the Latin of these again, then write a narration in Latin.
- (2nd year. *Gradatim*).
1. (a), Decline "arbor magna." (b), Of "moneo" write the Future, and of "rego" the Present Indicative Active.
2. Translate: (1) The horned monster was wandering through the fields. (2) Clodius delights his friends with the tuneful sounds of the pipe. (3) The dogs fill the fields with harsh barking.
3. (a) *Gradatim*. Translate § 11. (b) Read § 11 again, then write a narration in Latin.

Arithmetic

- A 1. The rent of a house is £35 a year, and other expenses connected with it are £18 17s. 4d. a year. How much will be the total cost for 9 years?
2. $3\frac{1}{2}$ score of chickens cost £12 7s. 11d. What would one cost?
3. Find the total weight of 15 truck loads of sand each holding 16 tons 5 cwt. 3 qrs.
- B 1. How many halfpenny stamps can be bought for 12s. $6\frac{1}{2}$?
2. A bus started on a journey at 7 a.m. and reached its destination at 2 p.m. How long was it travelling? If it started back at 3 p.m. at what hour would it reach home again?
3. Three children together weigh 21 stone 6 lb. 4oz. One child weighs 6 stone 9 lb., another 7 stone 1 lb. 8 oz. What does the third child weigh?

Geometry.

- A 1. Draw an angle ABC of 50° . Extend its arms to make, (1) a pair of adjacent angles. (2) a pair of vertically opposite angles; and put in the number of degrees in each.
2. Define (with diagrams) obtuse-angled triangle, polygon, hypotenuse.
In a triangle ABC if $A=60^\circ$, $B=30^\circ$, what is C, and what kind of triangle is this?

or Algebra.

- A 1. Write down a shortened form for,
(a) $2a+6b+5a+2b+c$.
(b) $5m-3p+q+10n+4q-8n+6p$.
2. When $a=8$, $b=7$, $c=6$, show that:
(1) $a+b-c=9$. (2) $a-b+c=7$.

Drawing (with brush and in colour).

1. An original illustration, with a title, for a scene from (a), *The Monastery*, or, (b), *Henry VIII*.
2. (a), A flower (wild if possible) from nature, or, (b), some rabbits or kittens.

Music Appreciation.

What music by Chopin have you heard this term? Say what you can about one of the compositions.

Recitations.

Father to choose a hymn, twenty lines from *Marmion*, and two passages from the Bible Lessons.

Reading.

Father to choose unseen passage.

Music.

Examine in work done and report progress.

Singing.

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

The Summer Examination is optional.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages (*years and months*) and Forms to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.